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ABSTRACT

GRADES OR AGES: Grades 8-12. SUBJECT MATTER: Strategy, tactics, principles, and fundamentals of advanced fencing skills. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into seven areas, which are Course Guidelines, Course Description and Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, Evaluation Plans, and Bibliography. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, games, and skills and practice techniques are described. INSTRUCTIONAL MATERIALS: Books and films are recommended for teachers and students. STUDENT ASSESSMENT: Procedures for a written test and a skills test are described. (PD)

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DADE COUNTY PUBLIC SCHOOLS

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PHYSICAL EDUCATION

Advanced Fencing

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ADVANCED FENCING

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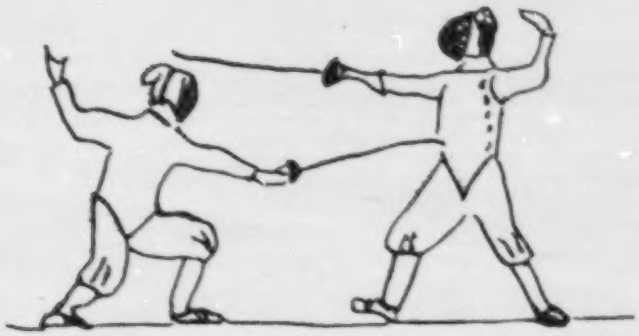

Written by

Marjorie McInerney

For The

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Dade County Public Schools

Miami, Florida

1971

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ADVANCED FENCING

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A. Student Classification: Coeducational
B. Grade Level: 8-12
C. Level of Performance: Advanced
D. Suggested Prior Experiences: Successfully completed Beginning Fencing
E. Subject Status: Elective
F. Length of Unit: 9 weeks

II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8416 (1) a, b, d, h, i, j
Senior High: 9.9420 (1) a, b, c, d

A. Description

Advanced fencing is designed to teach the students the principles and fundamentals of advanced skills, strategy and tactics in order for each student to move beyond the level of the beginner.

B. Methods and Evaluation

The course will consist of a quick review of beginning fencing, lectures and demonstrations, practice of advanced skills presented, game situations, viewing of slides and films, class tournaments, introduction to the electrical foil, written and skills tests, attitudes, and participation.

C. Areas of Concentration

Class time will be devoted to the mastery of advanced skills, correction of individual faults, and an opportunity to fence in more bouts and tournaments.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Observation Skills Objective: 50% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

All students will demonstrate ability in advanced fencing skills, strategy, and tactics listed in the course content. These abilities will be developed in class periods during drill activities, free play, and actual bouting. The majority of students will achieve an average or better score. This will be evaluated by teacher judgement through observation, checklist, and/or annotation, and will represent 50% of the grade. The following items will be considered:

a. Footwork (Basic and advanced)
b. Precision
c. Coordination
d. Dynamics
e. Wrist and finger action
f. Strategy and tactics

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - f.

B. Basic Skills Objective: 10% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2)
Senior High 9.9420 (2)

All students will participate and be rated in at least two advanced fencing skills tests, and the majority of students will achieve an average or better score. These tests will be set up on a flexible basis and administered according to the scoring and procedure specifications listed in the Section VI or other authoritative sources.

a. Advanced parrying
b. Compound attacks
c. Wrist and finger control
d. Footwork (Fléche and the spring backwards)

2. State Accreditation Standard: Junior High 9.8416 (2)
Senior High 9.9420 (2)

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - d.

C. Course Content Knowledge Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

All students will respond in writing to a test on advanced fencing, and the majority of students will achieve an average or better score. This test will represent 20% of the unit grade and will be based on a basic review of the Beginning Fencing Unit's Course Content, the course content in the Advanced Fencing Unit, class discussions, and will include questions in the following areas:

a. The electrical foil
b. Game strategy and tactics
c. Review of Beginning Fencing Unit's Course Content

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - c.

D. Social and Personal Attitudes Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8416 (2) a, s
Senior High 9.9420 (2) a, b

Social and personal attitudes displayed by all students will be evaluated by observation, checklist, and/or annotation by the teacher throughout the entire unit, and it will represent 20% of the unit grade. The teacher will motivate an atmosphere wherein the majority of students will respond to exhibit desirable and confident behavior. Evaluation will be based on the following social and personal attitudes.

a. Perseverance, courage, and patience
b. Alertness to class activities and procedures
c. Fencing courtesies
d. Good sportsmanship
e. Confidence in performing the advanced skills
f. Willingness to practice hard and often

2. State Accreditation Standard: Junior High 9.8416 (2) c, t
Senior High 9.9420 (2) c, d

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a. - f.

IV. COURSE CONTENT
(This section may be duplicated for distribution to students.)

A. History of Fencing

Note: Refer to Beginning Fencing Unit

B. Terminology

1. Change of Engagement. When there is a movement of going from one line to engage the foil in another line, this is called a change of engagement.

2. Compound attack (Composed attack). When there is an attack which consists of two or more separate movements, this is called a compound attack.

3. Corps-á-corps (clinch). When there is a closing of the guards of the foil and the fencers are body-to-body making all movements practically impossible, it is called a corps-á-corps.

4. Counter-attack. A counter-attack is made when a defender by means of a stop hit extends his arm before the attacker has finished a compound attack, and thus secures the right-of-way.

5. Counter-riposte. If a riposte is parried successfully, this is called a counter-riposte, and is an offensive action.

6. Counter-time. Counter-time is an attack with second intention.

7. Double ("Corkscrew attack"). By using or deceiving a counter parry and feinting a disengage, an attacker has performed a compound attack called a double.

8. Engagement. Engagement is made when two opposing foils come in contact.

9. False attack. When there is not an intent to land a hit with a lunge, this is called a false attack.

10. Feint. A feint is a false or pretended movement (attack) which is made by the offensive fencer in order to draw a response and make a different attack possible. This feinting is done merely by extending the foil arm.

11. Flèche. This is an attack preceded by running or simply a "running attack."

12. Invitation. An invitation is a defensive movement in which the fencer leaves an exposed part of his target to induce an attack in the line that is open.

13. Pressure. Pressure is applied to an opponent's blade for the purpose of causing a reaction which will subsequently open a line for an attack to be made.

14. Pronation. Pronation is a position used in the parries of 2, 3, and 5, and is described by the nails and palm down and the thumb is to the left.

15. Renewed attack. This is a term that refers to an immediate attack which follows an attack which has failed.

16. With absence of blade. When the fencers come on guard without an engagement or crossing of foils, it is referred to as with absence of blade.

C. Description of Fencing

Note: Refer to Beginning Fencing Unit

D. Playing Courtesies

Note: Refer to Beginning Fencing Unit

E. Social and Ethical Values

Note: Refer to Beginning Fencing Unit

F. Equipment and Area

Note: Refer to Beginning Fencing Unit for the description of the basic equipment and area. The following additional equipment is given below.

1. Equipment:

The Electrical Foil. The electrical foil is being introduced here because the advanced fencer should be aware of its superiority in bouting in regards to the judgement of touches being valid over the regular foil. The students should become familiar with its operation, even though the school would not be able to purchase this expensive equipment.

The first electrical foil was introduced in 1930 and since then has become the most popular method of fencing in many tournaments. A touch can be registered within a 25th of a second by an exact timing device. There is a

scoring box located near the center of the piste where the Director stands, and this registers the touches. A wire is run from this control box by means of two reels extending to the ends of the piste and subsequently into the metallic meshed jackets worn by the two fencers. Likewise, an insulated wire is run from each fencer's foil down their sleeves and back, and is connected to the central apparatus.

Practice is a must in fencing with electrical equipment, however, a change in technique is not required just an adjustment to the actual equipment. This is an extremely advanced device designed to eliminate the errors in human judgement.

2. Area

Note: When fencing with the electrical foil, the strip or piste has the exact measurements as in regular foil fencing.

G. Safety Procedures

Note: Refer to the Beginning Fencing Unit for the description of basic safety procedures. The following safety procedure is added and necessary in case an electrical fencing apparatus is available:

If electrical fencing equipment is used, the fencers must always remember that a small grounding wire must be attached to the vest or jacket that they are wearing.

H. Rules and Regulations

Note: Refer to the Beginning Fencing Unit for the basic rules and regulations. However, it is necessary to add a few more specific rules of bouting which the advanced fencer will be concerned with.

1. If a fencer undertakes an attack with a straight arm and lunges and hits while at the same time a defender ripostes without parrying, even though a <u>double hit</u> may result, the attacker will get credit for the touch because he had a straight arm in lunging whereas the defender forgot to parry.

2. If a parry is correctly carried out and a riposte follows immediately, a renewed attack can never be given priority, and the right-of-way changes in favor of the defender.

3. No matter how versatile the advanced fencer may get, the foil may not change hands during a bout.

4. If a corps-á-corps results, the fencer who caused the contact will loose ground, however, the other fencer will gain some distance. Also, after being warned once and a corps-á-corps results again, the fencer causing it will be penalized one touch.

5. If a defender has his foil's point in the way, by having his arm extended, the attacker must first deflect the defender's blade.

6. If there is no blade to deflect to secure an attack, the right-of-way is automatically secured.

7. When the attacker feints, and the defender finds the blade, he may riposte and secure the right-of-way.

8. For the defender to make a stop hit and subsequently take the right-of-way, it must be done before the conclusion of the compound attack (not a simple attack) by the offensive fencer.

I. Techniques and Fundamentals (Note: Material is described for the right handed fencer.)

1. Attacks

a. Feints. Feinting is a deceptive act in which the attacker makes a false movement, hoping that the defender will close the line leaving another line open for an attack. For a feint to be successful, the attacker must give the appearance of a genuine and vigorous attack while at the same time keep his shoulders, arms, wrists, and fingers relaxed. If a feint is compound, the attacker will establish a series of false movements or he can make a simple feint. If a feint is carried out effectively, it is almost an exact opening for a valid touch, and the least number of feints required to score a hit, the better it is.

b. Compound attacks. Compound attacks can be described in many ways. First of all, it can be said that a compound attack is a successful combination of the basic simple attacks; the straight thrust, disengage, beat, and cutover. A compound attack can be carried out in relatively static position and by this manner, the attacker can easily react to the defender's parries and always be thinking one step ahead. Or, the compound attack can be made in a progressive manner where the point through a series of attacks is approaching closer to the target and helps gap the distance for a successful hit. For the advanced fencer, there are other techniques which can be used in a compound attack which are given on the following page.

(1) There are movements which can be part of a compound attack which require a simple pushing or striking aside of the adversary's blade.

(a) Change Beat. This is a sharp, offensive movement where the defender's blade is struck at the weak part from the opposite side than the defender suspects.

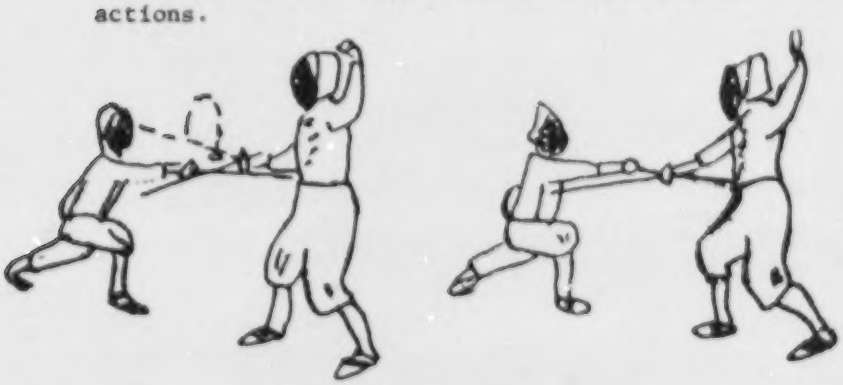
(b) Pressure. By the use of the wrist and fingers mainly, instead of a spanking action, pressure is exerted against one part of the blade with absolutely no sliding action.

(c) Pressure Glide. By contacting the weak part of the opponent's blade and exerting pressure toward the bell of the adversary's blade, the attacker can accomplish a very forceful action against the defender's foil. The quick forward and downward pressure is extremely important.

(2) There are movements which can comprise a compound attack which keep the foils in contact until the action is completed.

(a) Glide. This is a secretive action where the offensive fencer keeps his blade in contact with the defender's and is extremely careful not to push or pressure his adversary's blade. When the opportunity presents itself, the thrust is made surprisingly and contact is released an instant before.

(b) Bind. By the use of the forearm and wrist, the fencer uses his strong part of the foil against the weaker part of his adversary's, and through a diagonal motion, the adversary's blade is carried from the low to the high line or vice versa. With tremendous speed and by keeping contact until the last second, a hit can be scored by a thrust or most other actions.



(c) Envelopment. By moving the adversary's blade in a complete circle and remaining in contact with the strong part against the weak part, the fencer can execute a hit after the envelopment has been completed. The envelopment ends in the initial position.

c. Renewed attacks. A renewed attack is one that follows an initial attack which has failed.

(1) The Remise. Sometimes this is referred to as an opportunist stroke, and is a renewed attack in the same line as the initial attack. In fact, the extended foil arm is not even withdrawn during both attacks.

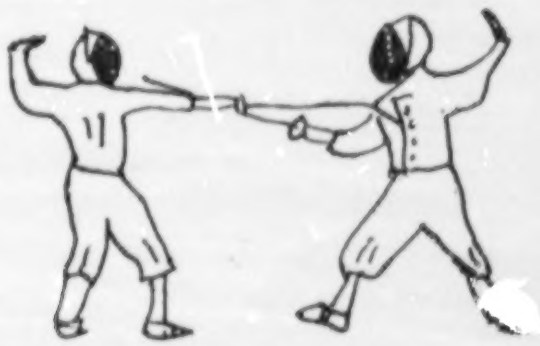
(2) The Redoublement. When the defender parries and closes the line instead of retreating, it is necessary to redouble. By the use of a cutover or disengagement, a second attack can be initiated in an opposite line, and may be made while still in the lunging position.

(3) The Reprise. This is another form of a renewed attack which is made after the attacker returns to the on-guard position and can be accomplished by moving either backward or forward. This is known as a fresh second attack and can be extremely effective against a fencer who retreats as soon as an attack is made.

(4) The Replacement. The replacement is made when the defender hesitates in parrying and thus leaves the original line open for a second attack.

d. Counter-attacks. A counter-attack is actually an opportune moment where the defender can steal the attack away from the offensive fencer when he is in the middle of some compound actions.

(1) The Stop-Hit or Stop-Thrust. This action is initiated before the end of an attacker's compound movements, and must be clear and distinct. It is a tremendous surprise stroke and can become effective against an attacker who advances with a bent arm. The important thing to remember is that the stop-hit must be delivered before the end of the compound attack and it cannot be used against a simple attack.



Note: attacker's bent arm

(2) The Time Hit. The time hit is more of an anticipating action and actually the defender closes the line where he feels the attacker's blade will enter. By deflecting the attacker's blade and at the same time parrying to protect his target, there is a great chance of scoring a hit on the attacker's target. This is by far the safest counter-attack.

(3) Counter-time. This is an anticipated counter-attack on the part of the attacker. The attacker premeditates the defender making a stop-hit, then the attacker parries it and ripostes, and scores a hit actually as a second intention attack. A "cool" and experienced fencer can carry out a counter-time attack very effectively.

e. The Fléche. The fléche is a sudden jumping-like action with the foil arm extended that will bring the attacker closer to his target, and is used primarily when the lunge is out of reach. To start a fléche, the fencer shifts his weight forward and subsequently both feet get off the ground with the help of a push. After this initial burst, the fencer controls this jerking-like motion and he is ready to take a few running steps in preparation for landing a hit. The fléche is much more vivid and driving than the balestra, however, the fencer performing the fléche must be careful not to jostle or upset his adversary or he will be breaking a rule.

f. The Spring Backwards. The spring backwards is practically the opposite of a fléche, in that it is a quick escape for the fencer when his attack and lunge have failed. It is accomplished by a strong pushing-like action of the front foot and subsequently the fencer will land with the front foot then rock back onto the rear foot. The original on-guard position is then retained. One must note that it is important to keep the foil arm extended and also have control of the body at all times.

2. Defense

a. Parries. The more experienced fencer will find a great need for a variety of methods in defending himself against his quick-thinking adversary, and it is important to have a broad knowledge of the various methods used in the defense aspect of fencing.

(1) Parries 1, 2, 3, and 5. These are the remaining <u>specific</u> parries, and added to the four already learned in the beginning fencing unit, it completes the list of eight parries that are used to defend the four sections of the target. Each one of these parries corresponds to either parry 4, 6, 7, or 8, and can be used interchangeably. It is important for the experienced fencer to be familiar with all eight parries and to understand their correlation with each other, but to recognize that the four parries listed here are seldom used because of their awkwardness.

(a) Parry 1. Parry 1 corresponds to the 4th parry learned in beginning fencing. With the wrist about an inch below the chin and the forearm horizontal, the point of the blade is directed at the adversary's feet. It can be described by the nails to the right and thumb down, and can be used to defend the upper inside target.

(b) Parry 2. Parry 2 corresponds to the 8th parry learned in the beginning fencing unit. With the hand in pronation and the point moved in a counterclockwise direction, the end of the blade is pointing at the opponent's knee. It is sometimes used to defend the lower outside target.

(c) Parry 3. Parry 3 corresponds to the 6th parry learned in the beginning fencing unit. With the hand at chest height and the elbow about 6" from the hip, the point should be directed at the opponent's eyes. This parry is sometimes used to defend the upper outside target.

(d) Parry 5. Parry 5 corresponds to the 7th parry learned in the beginning fencing unit. It can be described by having the hand in pronation and to the left, and about 4" below the chest with the point of the blade slightly higher than the arm. It is sometimes used to defend the lower inside of the target.

(2) Lateral Parries. A lateral parry is probably the fastest parry that a fencer can use. It is actually a spanking or beating action of the blade which moves the attacker's blade from one side of the target to the other or in other words, from one parry position to another. Examples of lateral parries are given below.

(a) From parry 4 to parry 6 and vice versa
(b) From parry 8 to parry 7 and vice versa
(c) From parry 2 to parry 3 and vice versa

(3) Circular or Counter Parries. This is a method of parrying by which the defender can deflect the attacher's weak part of the blade from the target, by sweeping the adversary's blade up in a circular motion and eventually returning the foils into the initial line of engagement. It is extremely important that the forearm is kept stationary along with the hand. The fingers are the only body parts that move along with the point of the blade, and the defender must be careful not to make his circular movements too wide and to only go around once. Each simple parry has a counter parry. For example, parry 6 has a counter parry 6. Also, the various parries when being countered, move in a specified direction:

Parries 2, 4, 5 and 8 - the blade's point moves counterclockwise

Parries 1, 3, 6 and 7 - the blade's point moves clockwise.

(4) Semicircle or Half Counter Parries. This type of parry requires a bit more control than the full counter parry, and its main purpose is moving the attacker's blade from a high to a low line or vice versa on the same side of the target by describing a half circle. The wrist and finger control is all-important in this technique and it is extremely effective in enveloping the adversary's blade and deflecting it away from the target. Examples of this type of parry are given below.

(a) From parry 6 to parry 8
(b) From parry 4 to parry 7
(c) From parry 8 to parry 6

(5) Compound or Successive Parry. A compound or successive parry is exactly what its name implies, a parry made up of two or more successive parries. The parries must be combined successfully to counteract any attack that an experienced fencer may use against a defender. It is important to remember that the defender must initiate one parry at a time, and should not move on to the second parry unless the line of his initial parry is covered. It requires much experience in fencing to use this successive parry correctly. Examples of this type of parry are given below.

(a) Parry 4 and 6 to counter parry 4 and 7
(b) Parry 8, 6, then 4

(6) Contraction Parry. The contraction parry is a combination of a simple parry and a counter or circular parry. It requires a great deal of precision to accomplish this parry because the circular parry must start an instant before the completion of the simple parry. This is a very advanced skill.

(7) Flying Parry. A flying parry consists of a continuous movement which combines a parry and a cutover which must be executed with an extreme amount of control. By using the fingers and wrist, the defender's blade glides backwards along the attacker's foil at the same time he is parrying, and subsequently the defender can perform a return by means of a cutover. This parry can only be accomplished in the high line.

b. Riposte.

(1) Compound Riposte. A compound riposte is exactly what its name suggests, a riposte combined of simple movements, such as, the straight thrust, cutover, disengagement, etc. The compound riposte should only be used when it is almost impossible to use a direct or indirect riposte and may either be a broken or flowing combination of movements. Unlike attacking, the foil arm must be bent until the final riposte and then the defender may extend it and hopefully score a hit.

(2) Counter riposte. A counter riposte is actually the riposte made against a parry and riposte. Therefore, if an attacker failed, was parried and had a riposte made against him, the original attacker would have the opportunity of making the first counter-riposte. When the students become more fluent in their fencing movements, the fencing phrase will be quite long and subsequently there may be many counter-ripostes. The original defender will always be given credit for the first parry and riposte and all subsequent counter-ripostes of his will be even-numbered. On the other hand, the initial attacker, if he counter-ripostes, will be given credit for the first counter-riposte and all subsequent odd-numbered ripostes.

J. Game Strategy and Tactics

Note: Refer to the Beginning Fencing Unit for other strategies and tactics. The following additional pointers are given below.

1. If a defender is caught very close to his adversary while parrying, he should be careful not to lean back from his hips, instead he should retreat.

2. If an attack or defending action has continually failed, one should not repeat it.

3. An excellent tactic is to cause your adversary to misjudge your intention, and instead to anticipate his reactions.

4. A fencer should attack whenever the right moment presents itself because being on defense will not score the points.

5. Counterattacks should be used as sparingly as possible.

6. It is wise to attack an adversary while he is approaching rather than retreating, therefore, a great distance does not have to be made up.

7. When a fencer is in the on-guard position and just waiting, BE CAREFUL. One must approach with caution and make a few feints to test his reactions.

8. If you are planning a simple attack or parry, convince your adversary that you are going to be making a compound attack or parry or vice versa.

9. If you know that an opponent can execute an attack well, do not give him time to prepare it.

10. Do not either underestimate or overestimate your adversary.

11. If a certain attack proves to be successful, keep using it until it fails.

12. If your adversary uses the same attack, you should try to draw it out, parry it, then riposte.

13. When attacking, if your adversary delays or seems stunned, immediately follow up your attack with another one.

V. LEARNING ACTIVITIES AND TEACHING PROCEDURE

A. Warm Up Exercises

Note: Refer to Learning Activities in the Beginning Fencing Unit for basic exercises. It should be realized, however, that as the student becomes more experienced in fencing techniques, there is a need for dexterity in the wrist and fingers, so exercises pertaining to these two areas should be stressed.

B. Lead Up Games and Variations

Note: Refer to the Learning Activities section in the Beginning Fencing Unit. The lead up games 1, 2, 4, and 5 can be used exactly as they are written.

1. Variation of Specific Scoring. In a short period of bouting between two fencers, points are scored for specific techniques used. The total number of points necessary to win a match is 10. For example, the scoring might be:

   1 point for a compound attack which is successful
   1 point for a circular parry which is successful
   1 point for a compound riposte which is successful
   1 point for a counter-riposte which is successful
   1 point for a fléche which is successful

2. Free Play. This is the most adaptive and usually the favorite lead up game because the fencers work at their own pace and have a better opportunity to correct their faults and improve their techniques. Free play is fencing with a partner who is of the same caliber, and helping each other to become aware of the correct and successful ways of fencing. This is an extremely important lead up game for advanced fencing because the fencers have a chance to frequently experience the many compound actions required of the advanced fencer.

C. Drills and Skills Practice Techniques

1. Footwork Drills. Footwork must be continually practiced, even on the advanced level. Either by the teacher directing the class or the student individually, the experienced fencer should on a command perform the fléche or the spring backwards. Two lines of fencers facing each other can practice these two techniques at the same time. While one line is moving forward the other goes backwards and vice versa. (The students should strive to be able to spring backwards half of the strip's length.)

2. Point Control Drill. By the use of a padded target hung on the wall, the fencer can practice hitting the various sections of the target using the more advanced skills that he has learned. If there are many targets lined up, the teacher can give the class commands to hit the target in a particular section using a special advanced attack.

3. Compound Attack Drills. With the fencers in a line, the teacher gives the command for a compound attack (specifically named), and the students will perform them while facing an imaginary target. They should be practiced slowly at first, the given speed. Examples include the following:

   a. Combination of a disengage, beat and straight thrust
   b. Pressure glide followed by a cutover
   c. Envelopment followed by a straight thrust

   Note: After the students are able to think quickly and act correctly, the teacher can add a renewed attack command after the successful completion of a compound attack.

4. Counter-attack Drill. With the fencers in two lines, A & B, the teacher distinguishes line A to be the attackers and line B the defenders or vice versa. Line A will be executing a compound attack against line B, and line B will try to make either a stop-hit or a time-hit against line A. After each series, the teacher should check to see which students in each lines were successful.

5. Advanced Parry Drills. While the fencers are in a line, the teacher gives the command for the different parries and the students practice and perform them while facing an imaginary target. They should be practiced slowly at first, and the teacher should check each individual student.

   a. Parries 1, 2, 3, and 5
   b. Lateral Parries
   c. Circular or Counter Parries
   d. Semicircle or Half Counter Parries
   e. Compound or Successive Parries
   f. Contraction Parry
   g. Flying Parry

6. Offense - Defense Drills. The class is divided into two lines, A & B. The teacher will explain that line A will be the attackers and line B the defenders or vice versa. The teacher will always give the commands of the offense and will specify which line is the offense, and the students will respond accordingly. The teacher must give the techniques and their sequence, and make sure that each student understands why he is performing them. This drill is extremely helpful in giving the students confidence and experience with the more advanced skills. Examples of this drill are:

Attacks	Parries
a. By closing the line in 6th, and going against a straight arm, the arm is extended with a glide and a lunge.	a. Parry 6 and Counter 4
b. Beat in 4th, extending the arm and lunge.	b. Parry 6 or Counter 4
c. Glide in the 6th, feint, then disengage in the low line. (Repeat, but disengage in the high line.)	c. Parry 7 or Parry 8 Parry 4 or Parry 6
d. Feinting with a direct thrust, going against the 4th parry, deceive and lunge.	d. Parry 4 and 6 or Parry 4 and Counter 4

This drill is first done with the blades not engaged, then is performed with the blades in engagement. Also, the teacher may vary and interchange any of the techniques.

D. Suggested Structure of Activity

Note: Refer to Beginning Fencing Unit for the description of the three approaches; inductive, deductive, and a combination of inductive and deductive. These also pertain to the Advanced Fencing Quin.

1. The purpose of the following grouping of material is written strictly as a point of reference. The teacher's preference, facilities, ability grouping, and group progress should dictate the sequence of presentation.

   a. Quick review of basic fundamentals introduced in Beginning Fencing Unit

      (1) History
      (2) Equipment
      (3) Safety procedures
      (4) Playing courtesies
      (5) Social values
      (6) Rules and regulations
      (7) Basic fundamentals and skills

   b. Introduction of basic parries

      (1) Parry 1
      (2) Parry 2
      (3) Parry 3
      (4) Parry 5

   c. Advanced footwork

      (1) Fléche
      (2) Spring backwards

   d. Introduction to compound attacks

      (1) Feinting
      (2) Change beat
      (3) Pressure
      (4) Pressure combined with other attacks
      (5) Glide
      (6) Beat
      (7) Envelopment

   e. Introduction to advanced parries

      (1) Lateral parries
      (2) Circular or counter parries
      (3) Half counter or semicircle parries
      (4) Compound or successive parries
      (5) Contraction parry
      (6) Flying parry

f. The electrical foil

g. Presentation of counter-attacks

(1) Stop-hit
(2) Time-hit
(3) Counter-time

h. Review of game strategy and tactics in Beginning Fencing Unit and introduction of Advanced Fencing strategies and tactics.

i. Presentation of renewed attacks

(1) The remise
(2) The redoublement
(3) The reprise
(4) The replacement

2. The student participating in an advanced fencing course should have a broad background in both class and outside activities. The following suggestions are an excellent way of creating a tremendous amount of enthusiasm in your advanced fencing quinmester.

a. Exhibitions. If possible, a noted, excellent fencer would be ideal to bring into a class to perform a demonstration. This would give both enthusiasm and incentive to the students.

b. Class Teams. By the use of a ladder tournament, the best fencers can be distinguished and subsequently the top four or six on the ladder would have earned the honor of being on the class team. In turn, this class team will fence with the other class teams in an after school activity to determine the over-all champions.

c. Fencing Club. Hopefully, enough interest will permeate through your school and you will find enough members to make a club. Then, after the club is formed, certain specifications should be set for new members and this will create an incentive for promising fencing students in your regular classes.

E. Recommended Teacher Resources

1. Books

a. Ainsworth, Dorothy. Individual Sports for Women. Saunders Co., 1967.

b. Bernhard and Edwards. How to Fence. William C. Brown Co., 1956.

c. Costello and Costello. Fencing. The Ronald Press Co., 1962.

d. Curry, Nancy. Fencing. Goodyear Publishing Co., 1969.

e. deBeaumont. Fencing - Ancient Art & Modern Sport. A. S. Barnes and Co., Inc., New York, 1960.

f. Palffy, Julius. Sword and Masque. Alpar F. A. Davis Company - Blackwell Scientific Publications, Phila., Pa., 1967.

g. Simonian, Charles. Fencing Fundamentals. Charles E. Merrill Publishing Company, 1968.

h. Sports Illustrated Book of Fencing. J. B. Lippincott Co., Phila., Pa., 1962.

i. Vannier and Poindexter. Individual and Team Sports for Girls and Women. Saunders Co., 1968.

j. Vince, Joseph. Fencing, 2nd Edition. The Ronald Press Company, N. Y. 10, N. Y., 1962.

2. Guides and Series Editions

a. Bower and Mori. Fencing - Physical Education Series. Brown Company, 1966.

b. DGWS Bowling-Fencing-Golf Guide. (Division of Girls and Women's Sports). Washington, D. C.: A.A.H.P.E.R., N.E.A. Sales Publications, January 1971 - January 1973. (Current every two years.)

3. Films

a. Fencing - 1964 Olympics - Tokyo, Japan. 16mm., B. & W. (Source--Amateur Fencer's League of America, 62nd Street, N. Y., N. Y. --Rent ($8.00).

b. Fencing Sword Soldiers, 15 min., 16mm., B. & W. (Source--University of Illinois, Division of University Extention, Champagne-Urbana, Ill. --Rent ($2.65).

F. Recommended Student Resources

1. Books

a. Ainsworth, Dorothy. Individual Sports for Women. Saunders Co., 1967.

b. deBeaumont. Fencing - Ancient Art and Modern Sport. A. S. Barnes and Co., Inc., New York, 1960.

c. Simonian, Charles. Fencing Fundamentals. Charles E. Merrill Publishing Company, 1968.

d. Sports Illustrated Book of Fencing. J. B. Lippincott Co., Phila., Pa., 1962.

e. Vannier and Poindexter. Individual and Team Sports for Girls and Women. Saunders Co., 1968.

f. Vince, Joseph. Fencing, 2nd Edition. The Ronald Press Company, N. Y. 10, N. Y., 1962.

2. Guides and Series Editions

a. Bower and Mori. Fencing - Physical Education Series. Brown Company, 1966.

b. DGWS Bowling-Fencing-Golf Guide. (Division of Girls and Women's Sports). Washington, D. C.: A.A.H.P.E.R., N.E.A. Sales Publications, January 1971 - January 1973. (Current every two years).

VI. EVALUATION PLANS

A. A Written Test

This written test will be made up by the teacher as to her own preference, including mainly objective questions and at least one subjective or essay question based on review of the Beginning Fencing Unit and on the course content and class discussions in the Advanced Fencing Unit.

B. Skills Tests

Note: Because fencing demands exacting execution of a great deal of pure reflexive and reaction type movements (as opposed to gross bodily movements in most other sports) developing valid skills tests is a difficult task. The nature of the sport necessitates primarily subjective skills evaluation. Also, with most of these tests, the teacher must actually participate in the test with the student to be able to measure the ability of each fencer.

1. Advanced Parrying

a. Purpose

To measure the student's effectiveness in parrying with advanced techniques only against a real attack. This test also measures the fencer's ability to break his parry at the last second.

b. Equipment

Regular fencing equipment and the regulation fencing piste

c. Procedure

The teacher will face the student and will direct at the student any of the various compound or simple attacks that have been introduced in this advanced unit, such as; feinting, the change beat, pressure, pressure glide, glide, bind, and the envelopment. With these real attacks, the instructor will intermingle false or pretend attacks. The student must be able to distinguish whether an attack is real or false and will or will not parry accordingly. The student is only allowed to half parry a false attack. The teacher will make sure that he hits all four sections of the target so that the student will be tested on all the advanced parries (lateral, circular, semicircular, flying, progressive, and parries 1, 2, 3 & 5).

d. Scoring

The teacher will direct 15 real attacks and 15 false attacks in mixed order. The student will be given 1 point each time he successfully parries an attack and 1 point each time he successfully deceives an attack, and only goes as far as half parrying. (The teacher may want a student leader to record the points while the teacher is testing.)

AGE	GIRLS			BOYS		
	12-13	14-16	17-18	12-13	14-16	17-18
Excellent		28-30	29-30		28-30	29-30
Very Good		19-27	20-28		19-27	21-28
Average		10-18	11-19		10-18	12-20
Fair		6- 9	7-10		6- 9	8-11
Poor		0- 5	0- 6		0- 5	0- 7

2. Compound attacks combined with Wrist and Finger Control

a. Purpose

To measure the student's effectiveness in performing compound attacks along with their wrist and finger control.

b. Equipment

Regular fencing equipment and a target drawn on the wall preferably with chalk, divided into the four sections.

c. Procedure

A student is asked to perform specific compound attacks that he has learned, and must direct them into the specific section that the teacher directs. The attacks used will be feinting, the change beat, pressure, pressure glide, the glide, bind, and the envelopment. Also, combinations of simple attacks may be used. The teacher may repeat the same commands as many times as he wants. Examples of a command are:

(1) Envelopment into the 6th
(2) Beat, pressure, then lunge into the 4th
(3) Disengage, straight thrust into 7th

d. Scoring

The teacher will give the command and the student will immediately score the hit. The fencer will be given 1 point for correct form and 1 point for a direct hit in the section of the target specified. Therefore, for a complete and well executed attack, the student will get 2 points. The teacher will direct 15 commands, therefore,

total possible points will be 30.

AGE	GIRLS			BOYS		
	12-13	14-16	17-18	12-13	14-16	17-18
Excellent		28-30	29-30		28-30	29-30
Very Good		19-27	20-28		19-27	21-28
Average		10-18	11-19		10-18	12-20
Fair		6- 9	7-10		6- 9	8-11
Poor		0- 5	0- 6		0- 5	0- 7

3. Fléche and the Spring Backwards

   a. Purpose

      To measure the ability, coordination, and swiftness that a fencer has in his more advanced footwork.

   b. Equipment

      Regular fencing equipment and the regulation piste or strip or just a smooth surface

   c. Procedure

      This is a very flexible test that the teacher gives on a subjective basis. The teacher will ask the students to perform both of the skills and will evaluate the fencers by looking for the following important points.

      (1) The foil arm must be extended
      (2) The entire body must be controlled
      (3) In the fléche, the fencer must shift his weight forward
      (4) The front foot pushes off in the spring backwards
      (5) The on-guard position must be assumed after the completion of each movement

d. Scoring

With the above 5 points in mind, the teacher will rate the students on a basis of 0-5, making sure that each item for consideration is checked. The score of 5 is the top score.

AGE	GIRLS			BOYS		
	12-13	14-16	17-18	12-13	14-16	17-18
Excellent		5	5		5	5
Very Good		4	4		4	4
Average		3	3		3	3
Fair		2	2		2	2
Poor		0-1	0-1		0-1	0-1

FENCING CHECKLIST
(Advanced Fencing)

OBSERVED SKILLS						STUDENT'S NAME	SOCIAL AND PERSONAL					
Strategy and tactics	Wrist and finger action	Dynamics	Coordination	Precision	Footwork		Willingness to practice	Confidence	Sportsmanship	Fencing courtesies	Alertness	Perseverance and patience